

Civil Rights Onsite Review

Secondary Materials Checklist

- Please have one copy of each item below to USOE at least **two weeks in advance** of the review.
- Please number or label each document submitted with the numbering system listed below or using the **bold** part of the title.

Available at onsite review (S), Online (W)	Items to be included Please also include TRANSLATED documents where relevant.	Not yet developed (✓)
	1. CTE Course Catalog	
	2. Current student enrollment summary by grade, ethnicity and sex.	
	3. CRITICAL (a) Physical facilities layout (Map) of the CTE & high school facilities, (b) years when each section was built & remodeled, and (c) what building regulations (ie: ADA) were used for each	
	4. Current listing of school staff by name, title, phone number -- be sure all counselors, WBL Coordinator(s), and CTE teachers are included.	
	5. Most recent parent handbook	
	6. Most recent student handbook	
	7. Most recent faculty handbook	
	8. School and district's grievance policy and appeals process for students and teachers regarding discrimination issues (and forms, if relevant)	
	9. Registration information and related materials for students	
	10. Samples of school newsletters and newspapers	
	11. Marketing materials of the district and school used to advertise CTE programs and classes to students and parents, such as program brochures, pamphlets, handouts, and videos (most recent only)	
	12. School and district web site URL's	
	13. If school has a shared governance council, the chairperson's name, address, phone number, and email address	
	14. a. PTSA President's name, phone number, and email address b. School Community Council chairperson's name, phone number, and email address	
	15. List of CTE Program Advisory Committee (PAC) members by name, CTE program, businesses, phone number	
	16. District's professional development plan if different than the regional plan already at USOE – please note as such or submit.	
	17. List any recent professional development at the school level that has assisted teachers, counselors, and/or administration to be sensitive to issues of discrimination based on race, color, national origin, sex (gender) and disabilities. What, when, who trained.	

	18. Brief list of district-sponsored staff development activities (within the last two years)	
	19. List of persons serving on the equity committee (names and titles)	
	20. District's and school's English Speakers of Other Languages coordinator (ESOL) (names, addresses, phone numbers and e-mail addresses)	
	21. District's compliance plan for providing services to students who are English Speakers of Other Languages (ESOL)	
	22. a. District's section 504/ADA policies and procedures b. Two samples of school section 504 plans (in sealed envelopes for confidentiality)	
	23. Self evaluation: findings and recommendations for 504 compliance (to have been completed by January 1993) as required under <u>Title II of the Americans with Disabilities Act (1990) [28 C.F.R. Section 35.105 (a)]</u> and <u>Section 504 of the Vocational Rehabilitation Act of 1973 [34 C.F.R. 104.6 (c)]</u> , and any subsequent corrective actions that may have been taken since January 1993	
	24. District's Title IX policies & procedures (including but not limited to sexual harassment)	
	25. District's Title VI policies & procedures (relative to race, color, national origin, harassment/discrimination.)	
	26. Most Responsible Persons (MRP's) with phone number, etc. at district and school levels for Title IX, Title VI, Section 504, and Title II of ADA	
	27. Disabled students' names and phone #'s who have attended for last 2 years.	
	28. Work-based Learning materials – for students, parents, school, and businesses. WBL coordinator's name, etc. if not listed in staff listing (#2) and interview availability	
	29. Translated documents for the above items where relevant	
	30. Date of last known ADA review of facilities by school or district – please attach the summary of findings.	
	31. District Facilities Transition Plan (useful, but not required)	